

# Strategies for Authentic Qualitative Assessment in Art

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Evidence, language of advocacy 3.1 Promoting indicators of arts education: How to assess and document the outcomes of arts education?

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How, many ask, can we grade a student's creative expression? Assessment is considered difficult to accomplish in art because of three significant problems: The qualitative nature of the subject, the problem of method, that is, how to assess art, and the subjective nature of the assessor. Addressing all three problems, and drawing on current theories and visible practices in the qualitative assessment of art education worldwide, these problems are addressed via strategies for making assessment in art transparent, logical, and intuitively coherent for all participants, teachers, students, administrators and parents. Moving beyond making subjective judgements, each student's work is assessed individually rather than comparatively, and in relation to many complex variables. Strategies are presented for teacher, peer, and self assessment through identifying criteria derived from expectations for learning in consideration of curriculum content. Authentic assessment takes places when there are multiple assessors, and criteria are considered in relation to narrative-rich descriptors outlining levels of achievement.

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